

**SLIDE Verbs: Non-Verbal Activities and Tasks**

- S** Show (also watch, pantomime, model, display)
- L** Look (also smell, taste, feel, & other non-verbal use of senses)
- I** Investigate (also measure, weigh, categorize, classify, connect)
- D** Demonstrate (also draw, design, act out)
- E** Experience (also act, move, do, make, create)

**UNDERLINE SLIDE VERBS IN THE FOLLOWING ACTIVITY DESCRIPTION**

Group students into teams of 3-5 students. Then model the following *directions* for the students:

*Using one sheet of typing paper and the tape, design a boat with your group.  
Your boat must be able to fit inside the testing container, hold as many pennies as possible, and still float.  
You may not put your boat in the water until I tell you to.  
The winning boat will be the one that holds the most pennies and still floats.*

Monitor groups as they make their boats.

Display each group's boat before the testing begins, asking a representative to give the name of their boat, explain their design, and guess how many pennies it will hold.

Place each boat in the water to demonstrate how many pennies each will hold.

Each group weighs the number of pennies their boat held.

Categorize data in a class data table that includes: group name, boat name, estimate of pennies held, actual number of pennies held, weight of pennies held.

Create a class graph of the information.

## Find the TREAD

### TREAD Verbs: Verbal Activities and Tasks

- T** Tell (also present information, lecture, narrate, recount)
- R** Read (also, skim, scan, review)
- E** Explain (also listen)
- A** Ask/Answer (also write, respond)
- D** Discuss (also describe, define)

### CIRCLE TREAD VERBS IN INTRODUCTION, PROCEDURES & ASSESSMENT SECTIONS BELOW

#### Ultraviolet Radiation Activity

##### Introduction

Ask students if they have ever been sunburned. Have them tell what happened.

##### Procedures

1. Explain UV radiation to students:

*Everyone is exposed to ultraviolet (UV) radiation from the sun. Many people are exposed to UV radiation from other sources such as solariums, sun lamps and arc welders. The sun sends out different types of radiation – visible light that we see as sunlight, infrared radiation felt as heat and UV radiation that we can't see or feel. People often confuse infrared and UV radiation. When the temperature is cool it means less infrared radiation but not necessarily less UV radiation.*

##### **Types of UV radiation**

*There are three types of UV radiation, 2categorized by wavelength: UVA, UVB and UVC. **UVA** can cause sunburn, DNA (cell) damage in the skin and skin cancer. **UVB** causes skin damage and skin cancer. Ozone stops most UVB from reaching the earth's surface. **UVC** is the most dangerous type of UV. Ozone in the atmosphere absorbs all UVC so none reaches the earth's surface.*

(retrieved May 23, 2010 from

[http://www.sunsmart.com.au/ultraviolet\\_radiation/understanding\\_uv](http://www.sunsmart.com.au/ultraviolet_radiation/understanding_uv) )

Discuss the differences between UVA, UVB, and UVC radiation, checking for comprehension by asking higher order questions.

2. Assign groups of four to read "Ultraviolet Radiation Info Sheet." Give students time to read individually and then pair each with a group member to write 6 questions about the text. Tell them to try to write at least 3 of the 6 questions different from what they think their classmates will write (i.e., try to write at least three unique and challenging questions). After they have finished their questions, pairs take turns asking each other their questions, making sure that each pair member has a turn.

##### Assessment

3. Collect each pair's written questions and sample the best questions in a quiz of 12 questions. Make sure to use at least one question from each pair. Students write short answer responses to each quiz question.